

Sanders Middle

609 Green Street
Laurens, South Carolina 29360

Grades 6–8 Middle School

Enrollment 310 Students

Principal Joe W. Walker 864–984–0354

Superintendent Edgar C. Taylor 864–984–3568

Board Chair Charlie Short (864) 681–3664

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	6	28	4

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Below Average	Unsatisfactory	No

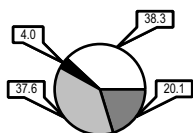
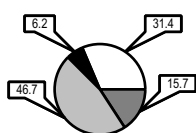
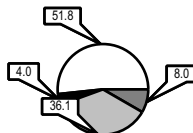
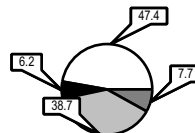
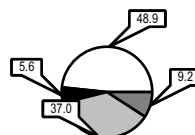
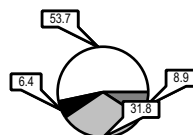
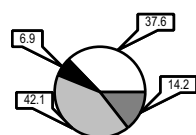
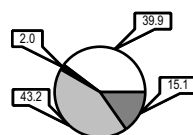
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	300	100.0	38.5	37.8	19.8	4.0	29.9	No	Yes
Gender									
Male	165	100.0	43.2	33.8	20.9	2.0	29.1		
Female	135	100.0	33.1	42.3	18.5	6.2	30.8		
Racial/Ethnic Group									
White	137	100.0	23.7	38.9	32.1	5.3	45.8	Yes	Yes
African American	157	100.0	50.7	37.3	9.2	2.8	16.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	249	100.0	30.9	41.6	22.7	4.7	34.3		
Disabled	51	100.0	77.8	17.8	4.4	0.0	6.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	300	100.0	38.5	37.8	19.8	4.0	29.9		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	295	100.0	37.7	38.1	20.1	4.0	30.4		
Socio-Economic Status									
Subsidized meals	219	100.0	42.9	41.4	12.8	3.0	20.7	No	Yes
Full-pay meals	81	100.0	26.7	28.0	38.7	6.7	54.7		

Mathematics – State Performance Objective = 36.7%									
All Students	300	100.0	31.7	46.8	15.5	6.1	34.9	No	Yes
Gender									
Male	165	100.0	33.1	42.6	18.2	6.1	40.5		
Female	135	100.0	30.0	51.5	12.3	6.2	28.5		
Racial/Ethnic Group									
White	137	100.0	17.6	48.1	26.0	8.4	50.4	Yes	Yes
African American	157	100.0	44.4	45.8	5.6	4.2	20.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	249	100.0	26.6	48.5	18.5	6.4	39.9		
Disabled	51	100.0	57.8	37.8	0.0	4.4	8.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	300	100.0	31.7	46.8	15.5	6.1	34.9		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	295	100.0	31.5	46.9	15.4	6.2	34.8		
Socio-Economic Status									
Subsidized meals	219	100.0	39.4	45.8	10.8	3.9	25.1	No	Yes
Full-pay meals	81	100.0	10.7	49.3	28.0	12.0	61.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	300	100.0	52.5	35.6	7.9	4.0	11.9
Gender							
Male	165	100.0	49.3	36.5	8.1	6.1	14.2
Female	135	100.0	56.2	34.6	7.7	1.5	9.2
Racial/Ethnic Group							
White	137	100.0	34.4	45.0	13.0	7.6	20.6
African American	157	100.0	69.0	26.8	3.5	0.7	4.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	249	100.0	46.8	39.9	9.0	4.3	13.3
Disabled	51	100.0	82.2	13.3	2.2	2.2	4.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	100.0	52.5	35.6	7.9	4.0	11.9
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	295	100.0	52.4	35.5	8.1	4.0	12.1
Socio-Economic Status							
Subsidized meals	219	100.0	60.6	31.5	6.4	1.5	7.9
Full-pay meals	81	100.0	30.7	46.7	12.0	10.7	22.7

Social Studies							
All Students	300	100.0	47.8	38.5	7.6	6.1	13.7
Gender							
Male	165	100.0	44.6	38.5	6.8	10.1	16.9
Female	135	100.0	51.5	38.5	8.5	1.5	10.0
Racial/Ethnic Group							
White	137	100.0	32.1	46.6	12.2	9.2	21.4
African American	157	100.0	62.0	31.0	3.5	3.5	7.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	249	100.0	42.9	42.1	7.7	7.3	15.0
Disabled	51	100.0	73.3	20.0	6.7	0.0	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	100.0	47.8	38.5	7.6	6.1	13.7
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	295	100.0	47.6	38.5	7.7	6.2	13.9
Socio-Economic Status							
Subsidized meals	219	100.0	56.2	34.5	5.4	3.9	9.4
Full-pay meals	81	100.0	25.3	49.3	13.3	12.0	25.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	92	100.0	33.7	32.6	25.6	8.1	33.7
	7	105	100.0	33.0	53.4	9.7	3.9	13.6
	8	114	100.0	29.7	47.7	21.6	0.9	22.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	100.0	37.9	29.9	25.3	6.9	32.2
	7	106	100.0	40.0	36.8	21.1	2.1	23.2
	8	100	100.0	36.3	46.2	14.3	3.3	17.6
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	92	100.0	24.4	46.5	19.8	9.3	29.1
	7	105	100.0	33.0	47.6	11.7	7.8	19.4
	8	114	100.0	31.8	47.3	16.4	4.5	20.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	100.0	20.7	42.5	29.9	6.9	36.8
	7	106	100.0	36.8	45.3	9.5	8.4	17.9
	8	100	100.0	35.2	52.7	8.8	3.3	12.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	100.0	54.0	29.9	11.5	4.6	16.1
	7	106	100.0	49.5	37.9	9.5	3.2	12.6
	8	100	100.0	51.6	40.7	3.3	4.4	7.7
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	100.0	42.5	36.8	10.3	10.3	20.7
	7	106	100.0	52.6	33.7	6.3	7.4	13.7
	8	100	100.0	46.2	46.2	6.6	1.1	7.7

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 310)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	11.7%	15.5%
Retention rate	3.2%	Down from 12.3%	3.5%	3.0%
Attendance rate	94.8%	Down from 95.2%	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%	Down from 8.4%	6.2%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%	Down from 5.2%	5.7%	4.6%
Eligible for gifted and talented	7.0%	Down from 8.3%	12.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.2%	Down from 16.7%	14.4%	13.6%
Older than usual for grade	11.0%	Up from 7.6%	6.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 0.3%	1.0%	0.8%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	42.1%	Up from 36.8%	48.9%	51.8%
Continuing contract teachers	73.7%	Down from 94.7%	75.2%	78.1%
Highly qualified teachers	94.4%	Up from 88.9%	88.3%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	7.6%	6.0%
Teachers returning from previous year	84.7%	Up from 75.8%	84.7%	85.4%
Teacher attendance rate	95.3%	Down from 96.8%	94.8%	94.9%
Average teacher salary	\$39,787	Down 1.0%	\$40,471	\$41,328
Prof. development days/teacher	14.3 days	Up from 10.3 days	11.7 days	11.5 days
School				
Principal's years at school	0.5	Down from 6.0	3.0	3.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 20.3 to 1	20.8 to 1	21.3 to 1
Prime instructional time	88.9%	Down from 91.2%	89.3%	89.3%
Dollars spent per pupil*	\$6,472	Up 17.6%	\$6,296	\$6,022
Percent of expenditures for teacher salaries*	54.4%	Down from 58.8%	60.6%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	98.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sanders Middle School continues to serve our school community through the tremendous support and encouragement from Sanders alumni, students, parents, faculty, and staff. Our students continue to participate in related arts activities that include band, art, chorus, and athletics. Leadership opportunities are available through participation in Pro Team, a middle school teacher cadet program, and National Junior Honor Society.

We encourage our faculty and staff to pursue their own professional growth. Our teachers participated in South Carolina Reading Initiative training throughout the year. Several teachers received their master's degrees, and many others participated in staff development or classes in divergent learning. Our counselor established a peer mediation team to help assist students in working through difficult situations.

Also, we have completed the addition of another computer lab, which can be used for research and interactive learning. Sanders Middle School was a "Winn-Dixie School Reward" winner; this award will enable us to purchase a laser printer for our new computer lab.

We are continuing to benefit from the relationship we have with "Making Middle Grades Work." This national program encourages Advisor/Advisee programs and includes components that encourage and establish service-learning projects within the community. Our business partnership with National Health Care allows our students to interact and appreciate senior adults.

Our staff is exceptional in their commitment to making Sanders Middle School an inviting and positive environment for our students, faculty, and parents. We continue to strive for improved student achievement. We continue to promise our students and parents that we will provide a safe, dedicated, and caring environment in which our faculty, staff, and administrators will assist each student in his or her learning process.

Diane Smith, School Improvement Council Chairperson
Joe Walker, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	84	40
Percent satisfied with learning environment	85.0%	78.3%	84.6%
Percent satisfied with social and physical environment	85.0%	82.1%	76.9%
Percent satisfied with school-home relations	66.7%	79.5%	62.5%

*Only students at the highest middle school grade level at this school and their parents were included.